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ABSTRACT

This publication from the Department of Defense Education Activity (DoDEA) is designed to inform parents about the department's Grade Three curriculum standards in four major areas: language arts/reading, mathematics, science, and social studies. The integrated language arts/reading standards include the study of roots, prefixes, and suffixes to increase vocabulary knowledge. Students will recognize cause and effect in a selection and use punctuation clues for meaning in oral and silent reading. Students will write in a variety of modes for specific purposes: narrative, descriptive, and expository. Students will use periods, question marks, commas, apostrophes, and quotation marks whenever appropriate. Mathematics students will use skip-counting patterns to produce sequences of multiples. They will relate multiplication and division to the idea of equal groups and use mental counting strategies to determine unknown sums and differences. They will explore fractions by dividing whole regions into equivalent parts. Students will learn to determine perimeter and area by using manipulatives. They will use bar graphs to organize and report data and determine the probability that a particular event will occur. The science standards place increasing emphasis on conducting investigations. Students will be expected to develop questions, write simple hypotheses, make predictions, and gather data. The standards focus on living things, the sun, moon, and stars, and how objects change. The social studies standards enable students to develop understanding of the larger community. Students will be introduced to the context of government and the process of elections. The roles of local, state, and national officials will be defined. Students will be able to locate, access, and organize information from several points of view and practice civic discussions. They will also explore ways that language, art, music, and other cultural elements lead to global understanding. (KB)

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GRADE THREE 3

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A PARENT'S GUIDE

Department of Defense Education Activity

PS 030032

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Message From The Director

Dear DoDEA Parents:

DoDEA is committed to providing your children with the best education possible. One of the ways that we intend to accomplish this is with an effective curriculum of high quality. DoDEA has developed rigorous curriculum standards aligned with national guidelines and with the standards of the finest school systems throughout the Nation. Even with the most rigorous curriculum standards, it is the understanding and support of parents that will help make our schools and our students successful. At DoDEA, we want parents to know what educational standards have been established in the four major subject areas of Language Arts/Reading, Mathematics, Science, and Social Studies.

This publication is designed to inform you about what your children are learning in these four major curriculum areas for this grade level. This publication provides you with samples of what students are learning and what they should know and be able to do when they complete this grade. This is only a sample of the complete curriculum standards that are used by teachers to determine instruction in the classroom. To see the entire curriculum in these four areas, consult the teacher or the school principal.

I hope that you find this publication informative in assisting us in the education of your child. Working together we can ensure your child's success now and well into the future.

Ray Tolleson
Interim Director

STANDARDS

To create a world-class education system, DoDEA has developed rigorous and demanding curriculum standards. The curriculum standards specify what students should know and be able to do. DoDEA curriculum standards are based on the content standards produced by the National Council of Teachers of Mathematics, the National Council of Teachers of English/the International Reading Association, the National Research Council's National Science Education Standards and the National Council for Teachers of Social Studies.

Standards are important because they set high levels of learning and performance for all students. The standards also serve as a basis for assessment across the curriculum. They focus on what is important in each curriculum area.

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INTRODUCTION

Language arts/reading standards include the study of roots, prefixes, and suffixes to increase vocabulary knowledge. The student will recognize cause and effect in a selection and use punctuation clues for meaning in oral and silent reading. The student will write in a variety of modes for specific purposes: narrative, descriptive, expository. The student will use periods, question marks, commas, apostrophes, and quotation marks whenever appropriate. Social studies standards enable students to develop understanding of the larger community. Students are introduced to the context of government and the process of elections. The roles of local, state, and national officials are defined. Students can locate, access, and organize information from several points of view and can practice civic discussions. They also explore ways that language, art, music, and other cultural elements lead to global understanding.

Mathematics students use skip-counting patterns (2,4,6,8) to produce sequences of multiples. They relate multiplication and division to the idea of equal groups and use mental counting strategies to determine unknown sums and differences. Fractions are explored by dividing whole regions into equivalent parts. Perimeter and area are determined by using manipulatives. Students use bar graphs to organize and report data and determine the probability that a particular event will occur. Science standards place increasing emphasis on conducting investigations. Students are expected to be able to develop questions, write simple hypotheses, make predictions, and gather data. The standards focus on living things, the sun, moon, and stars and how objects change.

GRADE 3

Language Arts/Reading Standards

Reading

Students understand written material, including sequence and details, and find the main idea in paragraphs. Students will:

- Extend vocabulary through word meaning and word play
- Retell a story in sequence using beginning, middle, and end
- Find the main idea in a selection
- Read for details in a selection
- Read orally with fluency and expression
- Identify and use synonyms, antonyms, and homonyms
- Increase vocabulary through interactions with media and technological resources
- Recognize imaginative uses of language, such as figures of speech, rhyme, and rhythm
- Explain author's choice of words
- Draw conclusions

Writing

Students use process writing, composing stories with distinct sequences and writing on directed topics. Students will:

- Use collaborative processes for sharing, responding, and assessing during various stages of writing
- Use technological aids throughout the writing process as appropriate
- Use various means of publishing final products
- Write stories with distinct sequences
- Write on directed topics
- Write from different points of view

Listening, Speaking, and Viewing

Students participate as speakers in group activities and give well-organized oral reports. Students will:

- Make inferences, evaluations, and judgments about information received
- Be discriminating listeners
- Participate as speakers in group activities
- Give a detailed, well-organized oral account of an event

Literature

Students respond to different types of literature by various authors and illustrators. Students will:

- Recognize and respond to different types of literature; e.g., fantasy, reality, poetry, nursery rhymes, drama, and songs
- Recognize a variety of works from authors and illustrators
- Explain cultural differences of different types of literature
- Identify the climax and resolution of a story

The English Language

Students vary their vocabulary, tone, and usage to suit different occasions and different audiences. Students will:

- Develop specific vocabulary to suit different purposes
- Understand and respect the cultural diversities in our language
- Explain the history of selected words
- Demonstrate appropriate language usage, spelling, mechanics, and other conventions of English in speaking and writing
- Expand use of descriptive words

Accessing and Processing Information

Students use language, technology, media, and human resources as learning and communication tools. Students will:

- Use parents, community members, peers and/or cross-age tutors as resources for learning
- Construct meaning by sorting, classifying, and categorizing information
- Develop and use word processing skills; e.g., create, edit, save, and retrieve information
- Use simulation software that does not require one right answer

Mathematics Standards

Mathematics as Problem Solving

Students should be engaged in problem solving activities so they can show proficiency in being able to:

- Select and use appropriate problem solving strategies such as act out, draw a picture, look for a pattern, guess and check, and estimation
- Solve word problems in addition and subtraction through at least 4-digit numbers
- Solve problems using appropriate computer programs, calculators and/or manipulatives

Mathematics as Communication

Students should experience numerous opportunities for communication so they can show proficiency in being able to:

- Collect and interpret examples from publications demonstrating how numbers are used to communicate information in the real world
- Justify solutions to given problems, verbally, in writing, or through a demonstration

Mathematics as Reasoning

Reasoning is throughout the mathematics curriculum so students can show proficiency in being able to:

- Draw a visual representation of shapes or figures from a given set of directions
- Classify sets of objects by characteristics and provide explanations and generalizations for the classification

Mathematical Connections

Students should have opportunities to make connections so they can show proficiency in being able to:

- Acquire data from graphs and write word problems to ask questions about the information

- Recognize and write about shapes in the environment
- Count in host nation languages, 0-10

Computation and Estimation

Students should develop computation and estimation skills so they can show proficiency in being able to:

- Perform addition and subtraction operations using horizontal and vertical notation with numbers having at least four digits
- Use math manipulatives to illustrate multiplication and division concepts
- Estimate the results of whole number computations

Number Sense, Number Operations, and Number Relationships

Students should develop number and number relationships so they can show proficiency in being able to:

- Read and write compact and expanded notation of numbers from 0 through at least 10,000
- Read and write numbers several ways to demonstrate different groupings of values which sum to the numbers

Patterns, Relationships, and Functions

Students should study and explore patterns, relationships, and functions so they can show proficiency in being able to:

- Complete sequences in which there are patterns of arithmetic operations
- Construct input-output tables to conform to a written mathematical expression

Probability and Statistics

Students should experience data analysis and probability so they can show proficiency in being able to:

- Read and interpret picture, line, and bar graphs
- Construct bar and line graphs from student collected data

- Plot points in a first quadrant coordinate graph
- Model and record all possible combinations of two objects from sets of at least six objects

Geometry

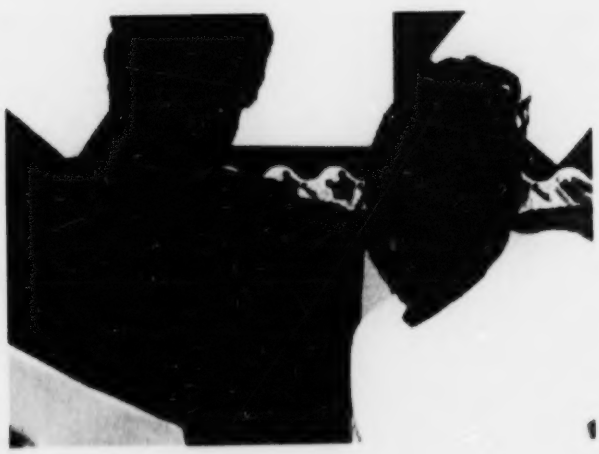
Students will study one, two, and three dimensional geometry so they can show proficiency in being able to:

- Identify and classify geometric figures
- Order angles of different degrees
- Use math manipulatives, geoboards, and dot paper to demonstrate comprehension of perimeter by constructing geometric shapes with given perimeters

Measurement

Students will have extensive concrete experiences using measurement so they can show proficiency in being able to:

- Estimate capacities, heights, and weights of various objects and justify the choice of estimate
- Make change from $1.00 using varying combinations of pennies, nickels, dimes, quarters, and half-dollars



Science Standards

Inquiry Skills

Students will conduct investigations using the processes of scientific inquiry. Students will:

- Design and conduct observational and experimental investigations
- Select and use appropriate tools to collect and record data, measure data, and make observations
- Ask questions about observations, make predictions, and formulate explanations

Physical Science

Students will explore the position and motion of objects. Students will:

- Investigate ways to change the motion of objects
- Investigate how changes in force cause changes in motion
- Infer that objects moving faster will travel further in a given time

Life Science

Students will study characteristics of organisms and describe how they survive in their environments. Students will:

- Compare behaviors of animals (examples: protecting their young, living in groups, domestication, types of shelters)
- Compare specific structures of different animals that enable them to survive
- Investigate how living things who share the same environment are interdependent (example: some living things are the food source for other living things)

Earth and Space Science

Students will examine earth materials and objects in the sky. Students will:

- Investigate methods that scientists use to classify rocks, minerals, and soils (examples: appearance, texture, hardness)
- Observe and describe well-known constellations in the sky
- Provide evidence that the moon's cycle is 28 days

Science and Technology

Students will investigate technology and demonstrate technology design. Students will:

- Examine unfamiliar tools and predict how they are used
- Identify a problem in the immediate environment and propose possible solutions
- Classify materials and objects as either natural or designed by humans

Science in Personal and Social Perspectives

Students will practice safety and describe changes that occur in environments. Students will:

- Demonstrate personal and group safety when engaging in science activities
- Evaluate the effects of natural changes that occur in the environment
- Investigate and describe environmental factors that affect organisms, including the quality of life for humans (example: polluted water kills fish and prevents people from swimming)

History and Nature of Science

Students will describe science as a human endeavor. Students will:

- Recognize that science is an activity that students can do in the classroom
- Identify men and women from different cultures who have contributed to science and technology

Social Studies Standards

Citizenship

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

- Know government exists at local, state, and national levels
- Identify examples of citizens' responsibilities and rights

Culture

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

- Explain why cultures choose to live in certain communities
- Compare cultures in terms of contributions, attitudes, and ideas

Time, Continuity, and Change

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

- Name various sources for writing history (e.g., documents, letters, diaries, maps, and textbooks)
- Explain the significance of places of historical importance
- Judge contributions of various ethnic groups to the community's historical development
- Identify community changes and describe their effects on future development

Space and Place

Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

- Construct a map using scale, symbols, and direction
- Explain how the physical environment of a community affects the people who live there

- Use location, place, human-environment interaction, movement, and region to explain human actions

Individual Development and Identity

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

- Produce a timeline of his/her life
- Explain ways in which school experience may influence one's personal growth and development
- Explain how culture influences the development of behavior, attitudes, values, and opinions

Individuals, Groups, and Institutions

Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

- List a set of expected responsibilities of a member of a group
- Identify and describe examples of tensions between individuals, groups, or institutions

Production, Distribution, and Consumption

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

- Explain the differences between goods and services, and categorize some examples
- Give examples of how goods are made, bought, sold, and used in our economic system
- Use economic concepts such as supply, demand, and price to help explain events in the community and Nation

Power, Authority, and Governance

Social Studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

- Use the scientific method to solve problems
- Describe the responsibilities of an elected official
- Know the executive leader at local, state, and national levels

Science, Technology, and Society

Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

- Identify examples of inventions using technology
- Give examples of various ways people in the world communicate
- Explain how technology helps society

Global Connections

Social Studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- Locate places on a map that are presently in the news
- Explain the needs of one community or country and list other communities or countries that can fulfill that need